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Loyola University

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New Orleans, Louisiana

1911-1912

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Department of Arts and Sciences.

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General Statement.

In response to a general demand from the public and to meet the wishes of His Grace Archbishop Blenk, the Jesuit Fathers announce the opening of a Catholic University in New Orleans. This University will be a part of the great Jesuit University System, having an actual annual attendance of fifty three thousand students, whose aim is to put a heart and a conscience into secular instruction and to vitalize knowledge with religious feeling.

It is only fair to observe here that the attitude of the Catholic Church towards education divorced from religion is sustained by the fair minded of every form of religious belief. An Episcopalian bishop writes: " The inability of the public schools of our land to teach any system of morals is going to lead within a few years to a struggle the like of which this country has never seen, and it will be with a generation that believes nothing at all." Another frankly confesses that "our Godless system of education is a far worse crime than slavery or intemperance. Almost any system, "he says, " is better than the present one.'' And the editor of a well known daily is hardly less explicit when he points out that "the great company of educators and the whole American community need to be sternly warned that if morality cannot be specifically taught in the public schools without admitting religious dogma, then religious dogma may have to be taught in them. For righteousness is essential to a people's very existence. And righteousness does not come by nature any more than reading or writing does. We are within measurable distance of the time when society may, for its own sake, go on its knees to any factor which can be warranted to make education compatible with and inseparable from morality, letting that factor do it on its own terms and teach therewith whatsoever it lists."

The fact is, a young man's nature cannot be divided into sections labeled important and unimportant. The whole man, mind, soul and body must be educated. The soul is one, and life is not a thing of patches but of growth and harmonious development. To keep alive in men the sense of God and of His providence, the sense of duty, the sense of sin and self-sacrifice and the hope of immortality is—to pack it into a few words—impossible without drill and practice.

The Jesuit System of Education.

Education, as understood by the Fathers of the Society of Jesus, in its complete sense, is the full and harmonious development of all those faculties that are distinctive of man. It is not, therefore, mere instruction or the communication of knowledge. In fact, the acquisition of knowledge, though it necessarily accompanies any right System of Education, is a secondary result of education. Learning is an instrument of education, not its end. The end is culture, and mental and moral development.

Understanding, then, clearly, the purposes of education, such instruments of education, that is, such studies, sciences, or languages are chosen, as will most effectively further that end. These studies are chosen, moreover, only in proportion, and in such numbers as are sufficient and required. A student who is to be educated, will not be forced in the short period of his college course, and with his immature faculties, to study a multiplicity of languages and sciences into which the vast world of modern knowledge has been scientifically divided. If two or more sciences, for instance, give similar training to some mental faculty, that one is chosen which combines the most effective training with the largest and most fundamental knowledge.

The purpose of the mental training given is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully, even with the unforeseen emergencies of life. While giving the mind stay, it tends to remove the insularity of thought and want of mental elasticity, which is one of the most hopeless and disheartening results of specialism in students, who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student, and the scientific unfolding of knowledge; they are so chosen and communicated, that the student shall gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the system of the Society of Jesus that different studies have distinct and peculiar educational values. Mathematics, the Natural Sciences, Language, and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one cannot be supplied by another.

Furthermore, Language and History have always been held in esteem as leading factors in education. Mathematics and the Natural Sciences bring the student into contact with the material aspect of nature, and exercise the inductive and deductive powers of reason. Language and History effect a higher union; they are manifestations of spirit to spirit, and by their study and for their acquirement, the whole mind of man is brought into its widest and subtlest play. The acquisition of language especially, calls for delicacy of judgment and fineness of perception, and for a constant, keen, and quick use of the reasoning powers. A special importance is attached to the classic tongues of Rome and Greece. As these are languages with a structure and idiom remote from the language of the student, the study of them lays bare before him the laws of thought and logic, and requires attention, reflection, and analysis for the fundamental relations between thought and grammar. In studying them the student is led to the fundamental recesses of language. They exercise him in exactness of conception in grasping the foreign thought, and in delicacy of expression in clothing that thought in the dissimilar garb of the mother-tongue. While recognizing, then, in education, the necessity and importance of Mathematics and the Natural Sciences, which unfold the inter-dependence and the laws of the world of time and space, the Jesuit system of education has unwaveringly kept Language in a position of honor as an instrument of culture.

Lastly, the system does not share the illusion of those who seem to imagine that education, understood as an enriching and stimulating of the intellectual faculties, has a morally elevating influence in human life. While conceding the effects of education in energizing and refining imagination, taste, understanding and powers of observation, it has always held that knowledge and intellectual development of themselves have no moral efficacy. Religion alone can purify the heart, and guide, and strengthen the will.

The Jesuit system of education, then, aims at developing, side by side, the moral and intellectual faculties of the student, and sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knoweledge, without a guiding and controlling force, the principal faculties to be developed are the moral faculties. Moreover, morality is to be taught continuously, it must be the underlying base, the vital force supporting and animating the whole organic structure of education. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illumining what is noble and exposing what is base, giving to the true and the false their relative light and shade.

In a word, the purpose of Jesuit teaching is to lay a solid sub-structure in the whole mind and character of any superstructure of science, professional and special; also for the building up of moral life, civil and religious.

Location and Buildings.

Loyola University is admirably situated in the garden district of the City of New Orleans, on St. Charles Avenue, opposite Audubon Park. The Prytania, Carondelet, Clio, St. Charles, Tulane, Coliseum and Henry Clay street cars make it easily accessible from all parts of the city.

The University group of buildings includes Marquette Hall, the Louise C. Thomas Hall and the Nicholas D. Burke Seismic Observatory.

Marquette Hall, the main building, is at right angles to the central axis of the property and approximately three hundred feet from St. Charles Avenue.

The Louise C. Thomas Hall is at the South East corner of the front quadrangle court and its main entrance is sixty feet from the Avenue. These two buildings are connected by a cloister which runs along their court length.

The Nicholas D. Burke Seismic Observatory is on the main property axis and is directly in the rear of Marquette Hall and on the central point of a future rear quadrangle.

The Architecture, Tudor Gothic, has become one of the most pliable and favored types for collegiate buildings and is extremely well adapted to church work. It is proposed to complete, in the future, the front quadrangle by erecting at the South West corner a handsome church.

The foundations of these buildings consist of yellow pine piles, capped with re-inforced concrete, sixty feet in length and driven seven feet below the general ground level. The columns, girders, floors and stairs rising from these foundations are of re-inforced concrete. The walls and sub-partitions are of brick and terra cotta tile respectively.

The exteriors of the buildings are constructed of limestone and tapestry brick of a dark and rich red color, laid with large joints of about the same tone as the limestone.

Ventilation and light have been two most important considerations in the planning and design of these buildings. Low pressure steam heat is supplied from the central power plant in the basement of the Marquette Hall.

Marquette Hall is 206 feet in length and 65 feet in width, the accommodations being in the—

Basement or First Floor.—A Recreation Room, Two Meeting Rooms, Power Plant, Toilets, Locker Rooms, Gymnasium.

Second Floor.—The President's Office, Vice-President's Office, Treasurer's Office, Porter's Office, Parlor, Two Libraries, Auditorium, Dressing Room, Class Rooms, Cloak Rooms.

Third Floor.—Five Class Rooms, Museum, Study, Cloak Room for each Class Room, Toilets.

Fourth Floor.—Physical Laboratory, Chemical Laboratory, Two Class Rooms, Cloak Rooms, two Apparatus Rooms.

Fifth Floor.—Meteorological Laboratory.

The Louise C. Thomas Hall is 120 feet long by 52 feet wide, the accommodations being: A Chapel with Balcony and Sacristy, A Meeting Hall, Kitchen and Pantry, Parlors, Dining Hall, Porter's Office, Twenty-Four Bed Rooms, a Library and Reading Room.

The Nicholas D. Burke Seismic Station is equipped with two seismographs, a horizontal and vertical of the Wiechert astatic type. An astronomical clock registers the exact time at which graphs are recorded.

Courses of Instruction.

Pending further developments in its educational work, Loyola offers two courses of studies, one of four years leading to the degree of Bachelor of Arts, the other of two years leading to the degree of Bachelor of Science. In the first or classical course, special attention is given to the ancient languages. English, Mathematics and History, Biology, Physics and Chemistry occupy a prominent place, while a full course is given in moral and mental Philosophy. In the second or scientific course, a modern language, French, German or Spanish takes the place of Latin and Greek, and a solid course is given in the Natural Sciences, English, Mathematics, History and Philosophy.

Aim of these Courses.

The aim of these courses is primarily the development of the mental faculties, for the better the mind is trained and the more its powers are cultivated, the better it is fitted for the special studies which may subsequently be pursued. On the High School or Academic course as a foundation, the structure of genuine college culture is to be erected.

It has become a deplorable custom among graduates of High School and equivalent institutions at once to enter upon a university course or the professional studies of law and medicine. The lamentable consequences of this tendency have been understood and pointed out by eminent educators. A preparation obtained in the college course is highly desirable at present for all who aspire to a higher education; such a preparation is now demanded in the best American Universities, and is necessary if excellence in the professions appeals to the community.

Requirements for Admission
TO
Loyola's A. B. Course.

I. All applicants for admission to the College Department of Loyola University must give satisfactory evidence of good moral character.

II. Candidates who have satisfactorily completed the course prescribed by the Jesuit High School in New Orleans, will be admitted without examination.

III. Graduates from other High Schools or Academies will be admitted without examination, if they present evidence that they have completed work equivalent to that required by the Jesuit High School as set forth in this Catalogue· See page 35

IV. For admission to advanced standing, the candidate must show, either by an examination or by satisfactory credentials from former schools, that he has successfully finished the studies of the classes preceding that which he wishes to enter.

V. All other applicants for admission, who wish to enter as candidates for the A. B. degree, will be required to pass a satisfactory examination.

Requirements for Admission
TO
Loyola's B. S. Course.

I. Candidates who have satisfactorily completed the course prescribed for the English or Commercial Course of the Jesuit High School will be admitted without examination.

II. Candidates from other Schools or Academies will be admitted without examination if they present evidence that they have completed work equivalent to that required by the Jesuit High School Commercial Course. See page 35.

III. All other applicants for admission, who wish to enter as candidates for the B. S. degree, will be required to pass a satisfactory examination.

Special Regulations.

Attendance

As regular attendance is an important element in class standing and an essential condition for successful work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, for tardiness, or for permission to withdraw before the close of the daily session, a note from the parent or guardian will be invariably required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitations or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal.

Home Study.

All the endeavors of the faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately twenty-five hours each week are spent in class-work; and to prepare the recitations and exercises for this work, as well as to review the matter previously seen, at least three hours, daily, of home study are required. Parents and guardians are, therefore, respectfully urged to insist on this application.

Politeness

Besides religious and moral training, much importance is attached to the development of the manners of perfect gentlemen. Whatever is contrary to good breeding is out of place in College. Boisterous conduct and rough play are not tolerated. Silence is strictly enjoined in the classrooms, in the hallways, and on the stairways leading thereunto. Any ungentlemanly conduct, any disrespect, or insubordination toward authorities will be visited with severe punishment and even with dismissal, should the gravity of the offense so require. All must be clean and neat in person and apparel.

Parental Government and Sanctions

The College regulations are enforced with gentleness combined with firmness. Religious motives, with motives of honor or duty, being habitually appealed to, little need is felt of frequent or severe punishment. For faults of ordinary occurrence, such as late-coming, failures in written exercises or recitations, and slight violations of rule, detention after class, or the task of writing or memorizing some lines, is held a sufficient penalty. Flagrant misdemeanors, if detrimental to the reputation of the College or obstructive of the good of other students, are grounds for supension or for expulsion, conditional or absolute. The use of profane language or of aught bordering on immorality will subject the offender to immediate expulsion. Damages to the College property will be repaired at the expense of the offender. For faults committed outside the premises, the College is not responsible, as students then cease to be under its jurisdiction, still, should any serious charge be fairly substantiated, the guilty will be punished according to the gravity of the offense.

Monthly Report.

Monthly competitive exercises are given in the various branches of class matter. The average result determines the student's class standing for each month and the monthly class honors. These honors are, with the averages of Good Conduct and of Application, read publicly each month in the presence of the President and faculty and the assembled student body, and the leaders are awarded testimonials of their proficiency. Deserving students are also monthly awarded cards of Good Conduct and of Application. An average of 90 and upwards merits a First Card; an average of 80 to 89 merits a Second Card. To enhance the interest of these announcements, as well as to accustom the students to appear in public, the proceedings are diversified by class exhibitions, declamations and music.

Every Monday the notes for Daily Conduct, Exercises and Recitation for the preceding week are read publicly in each class.

During the first week of each month a bulletin of Scholarship and Deportment is forwarded to parents, to be examined and signed by them. On the scale used 100 is the maximum and Zero the minimum. The student's rank is determined by his position in one of the following grades:

A.	100-90.	Very Good
A.	89-80.	Good.
Ae.	79-70.	Fair.
E.	60 or below.	Deficient.

Tardiness.

Class begins precisely at 9 o'clock. A student arriving after this hour, must report at once to the Vice-President and cannot enter class without a note from him.

Written Excuses for Lessons

Written excuses for lessons or exercises fall under the same rule as notes for absence; a student not prepared to recite is considered as morally absent and is marked accordingly. Such excuses are to be handed to the Vice-President, who will decide whether, in some special instance, they are to be admitted.

Luncheon.

No student, unless for serious reasons, will be allowed to take his lunch outside the University grounds. Parents are requested not to ask this permission if it can possibly be avoided.

Recreation.

Saturday is the weekly holiday, but should an extraordinary holiday fall on a regular class day, classes may be continued on Saturday.

Religious Worship.

Although Loyola is a Catholic institution, nevertheless non-Catholics are admitted and their opinions respected. They are not required to participate in any distinctly Catholic exercises; nor shall they be refused admission to or denied any of the privileges, honors, or degrees of the University because of their religious tenets.

Schedule of Courses

The Classical Course

Leading to the Degree of Bachelor of Arts

The College Department

SENIOR CLASS

EVIDENCES OF RELIGION

ONE HOUR A WEEK

Schouppe's Course of Religious Instruction.—Lectures by the Professor.

Dogmatic.—Penance, Extreme Unction, Holy Orders, Matrimony, the Virtues, the Four Last Things.

Moral.—Laws, the Decalogue, the Commandments of the Church, Sin, Virtues, Christian Perfection, the Sacraments, Prayer, Feasts and Ceremonies of the Church.

PHILOSOPHY

NINE HOURS A WEEK

Psychology.—(A) Organic Life Defined; the Vital Principle in the Plant; Sensation, Imagination, Memory, Instinct, the Rank of the Animal Soul; Origin of Species, Darwinism.

(B) The Intellect, Genesis of Ideas, Self-consciousness, Judgment and Reasoning, Hypothesis of Innate Ideas, Empiricism, Ontologism; the Will, Freedom, Control over Faculties; the Soul, its Substantiality, Simplicity, Spirituality, Immortality, the Union of Body and Soul, Origin of the Human Soul; Unity and Antiquity of the Human Race.—*Text Book:—Coppens' Mental Psychology with Maher's Psychology, Urraburu.*

Natural Theology.—Existence and Nature of God, Metaphysical, Physical and Moral Proofs, Aseity, Infinity, Simplicity, Unity, Unchangeableness, Eternity, Immensity; Life of God; His Intelligence, Futuribles; His Will, its Object, Moral and Physical Evil; Action of God in the Universe, Creation, Conservation, Concurrence, Providence, Miracles. *Text Books:—Coppens' Mental Philosophy, Jouin's Praelectiones with Boedder's Natural Theology, Urraduru.*

Ethics.—General Ethics. Nature, Object and Necessity of Ethics; Teleology, Beatitude; Human Acts, Morality of Human Acts; Passions, Habits; Moral Obligation and its Origin; Eternal Law, Natural Law; Probabilism, Sanction of Law; False Forms of Morality, Utilitarianism, Hedonism, Altruism.

Special Ethics. Duties, Worship; Homicide; Self-defense, Suicide, Duelling; Veracity, Charity, Rights; Private Ownership, Communism, Socialism, Agrarian Socialism, Henry George, Herbert Spencer; Capital and Labor; Domestic Society, Matrimony, Divorce, Celibacy; Parental Authority, Education, Relation of Master and Servant; Civil Society, its Nature and Origin, False Theories of Hobbes, Rousseau, Locke; Civil Government, Suffrage; Liberty of Opinion, of the Press, of Worship, of Association; International Law; Church and State; Natural Law and Legal Practice; Natural Law and Medical Practice. *Text Books:—Coppens' Moral Philosophy, with Rickaby's Moral Philosophy, Cathrein, Holaind.*

Economics.—Production and Consumption; Industrial Organization; Theory of Consumption, Particulars; Family Life and Law; Growth and Decay of Nations; Exchange, Trade, Market Prices, Non-Market Prices; Differential Gains, International Trade; Money, Coinage and Tokens, Credit and Banking, the Foreign Exchanges, Commercial Credit; Distribution, Profits, Interest, Wages; Rich and Poor, Liberty and Law, Association and Responsibility; Public Finance, Functions and Cost of Government; Public Ownership and Management, Taxation, Public Debts. *Text Books:—Devas' Political Economy with Laughlin's Political Economy, Thompson's Social Science and National Economy.*

CHEMISTRY

Five Hours a Week, with exercises three times a week, and two hours a week allowed for Laboratory Work.

Smith's General Chemistry for Colleges. Part II.

Law of Multiple Proportions, the Atomic Theory, Molecular and Atomic Masses, Fluorine, Bromine and Iodine and their Compounds, Ozone and Hydrogen Peroxide, the Nitrogen Family, the Periodic System, Silicon and Boron, Dissociation and Mass Action, Metals, the Alkali Metals, the Alkaline-Earth Metals, Zinc, Cadmium and Mercury, Copper, Silver and Gold, Aluminum, Iron, Nickel and Cobalt, Manganese and Chromium, Lead, Tin and Platinum, Some Carbon Compounds (Organic Chemistry).

PHYSICS

Five Hours a Week with daily Exercises, and two hours a week allowed for Laboratory Work.

Optics.—Light waves; their reflection, refraction, interference, dispersion, radiation. absorption, polarization. Colors, Optical instruments.

Electricity.—The electrostatic field. The electric currents. Current induction. Electric measurements. Dynamos and Motors. Telegraph, Telephone, Electric lighting. Transmission of power. Electric waves. *Text Book:—Millikan and Gale.*

BIOLOGY

THREE HOURS A WEEK.

Hunter's Elements of Biology.

Botany.—Introductory, Protoplasm and the Cell, Flowers, Fruits, Seeds and Seedlings, Roots and their Work, Buds and

Stems, Leaves and their Functions, Ecology, Flowerless Plants.

Zoology.—Protozoa, Metazoa, Sponges,Coelenterates, the Starfish and its Allies, Worms, Crustaceans, Insects, Spiders and Myriapods, Mollusca, Fishes, Amphibians, Reptiles, Birds, Mammals.

Human Physiology.—Foods, Digestion and Absorption, the Blood, Circulation, Muscles, the Skeleton, Respiration, Excretion, the Nervous System, the Senses.

ASTRONOMY

ONE HOUR A WEEK.

Celestial Mechanics.—Fundamental Problems, the Earth, the Moon, the Sun, Eclipses and Tides, the Planets, Comets and Meteors, the Stars, Astronomical Instruments, Observations. *Text Book:—Youngs' Astronomy.*

MATHEMATICS

Five Hours a Week, with Two Exercises a Week For Students who do not Study Biology or Astronomy.

Wentworth's Analytic Geometry.—(A) Plane Analytic Geometry, Loci and Equations, the Straight Line, the Circle, Different Systems of Co-ordinates, the Parabola, the Ellipse, the Hyperbola, Loci of the Second Order, Higher Plane Curves. (B) Solid Analytic Geometry, The Point, the Plane, the Straight Line, Surfaces of Revolution.

Murray's Differential and Integral Calculus.—Introductory Problems, Algebraic Notations, Definitions, Differentiation of the Ordinary Functions and Applications, Successive Differentiation, Differentiation of Functions of Several Variables, Change of Variable, Concavity and Convexity, Theorems of Mean Value, Indeterminate Forms, Curves, Motion, Infinite Series, Taylor's Theorem, Integration, Elementary Integrals, Applications, Integration of Irrational and Trigonometric Functions, Approximate, Mechanical, Infinite and Successive Integration and Applications, Inertia, Differential Equations.

JUNIOR CLASS.

EVIDENCES OF RELIGION

ONE HOUR A WEEK.

Schouppe's Course of Religious Instruction.—Lectures by the Professor.

Apologetic.—Truth of the Christian Religion as opposed to Unbelief, and to Heresy; Nature and Institution of the Church; Proof of the Truth of the Catholic Church; its Marks; Accusations brought against it.

Dogmatic.—Sources of Authority: God and His Attributes, the Blessed Trinity; the Creation of the World; the Incarnation; Grace, the Sacraments; Baptism, Confirmation, Blessed Eucharist.

PHILOSOPHY

FIVE HOURS A WEEK.

Logic. — Dialectics, Simple Apprehension, Terms, Definition, Division; Judgments, Proportion; Classification according to Quantity and Quality, Opposition, Equivalence, Conversion; Reasoning, underlying Principles, the Syllogism, its Laws and its Species, Induction, Method, the Circle.

CRITICS, Logical Truth and Falsity, Certitude, its Degrees, Elements and Kinds; Scepticism, Universal and Partial; Consciousness, the Senses, the Intellect; Nominalism, Conceptualism, Realism, Ultra-Realism; Testimony, Tradition, History, the New Criticism, Reason and Revelation; the Ultimate Motive of Certitude, Evidence. *Text Books:—Coppens' Mental Philosophy, Laws of Thought, Clarke's Logic, Rickaby's First Principles, Tongiorgi, Liberatore, Urraburu.*

Ontology.—(A) Basic Notions; Being, Analogy, Unity, Identity, Distinction; Truth, Goodness, Evil; Act and Potentiality, Essence and Existence; Possibility, Extrinsic and Intrinsic; Substance, Hypostasis, Person, Accident, the Categories of Aristotle.

(B) Etiology: The principle, the Cause, the Condition, the Occasion; Matter, Primordial and Secondary; Form, Substanial and Accidental; Efficiency and Action; Finality: the Exemplar; Perfection.

Cosmology.—Qualities of Bodies, Quantities, Impenetrability, Space, Place, Motion and Time; Change—Substantial and Accidental; Atomism, Dynamism, Hylomorphism. *Text Books:—Coppens' Mental Philosophy, Jouin's Praelectiones Philosophiae with Rickaby's General Metaphysics, Urraburu.*

LATIN *

TWO HOURS A WEEK.

Authors.—Cicero, Selections from Philosophical Works; Plautus, Duo Captivi. Selections from Pliny and Seneca.

Practice.—Latin Dissertations on assigned subjects, oral or written. A weekly essay on a philosophical or literary topic.

GREEK

TWO HOURS A WEEK.

Authors.—Æschylus, Agamemnon; Plato, Crito, Republic I; St. Basil on Greek Literature; Pindar, Olympic Odes; Aristophanes, Birds.

Practice.—Composition once a week.

ENGLISH

THREE HOURS A WEEK.

Precepts: The Drama, its varieties and structure. Expository Style.

Authors: Prose, Carlyle's Essay on Burns; Mathew Arnold's Culture and Anarchy.

Poetry: Hamlet, Lear, Midsummer Night's Dream.

Practice.—Analysis and Discussion of the Standard Authors.

★ NOTE—The courses in Latin, Greek and English are, for greater educative effect, made parallel as much as possible. The theory of the different forms of literature is presented in the English courses, and the classic masterpieces studied in the Latin and Greek courses furnish illustrative material to enforce the precepts and for comparative work. Poetry with its various forms is the subject of Freshman year; Oratory, of Sophomore; the Drama, and the Critical and Philosophical Essay, of Junior.

MATHEMATICS

FIVE HOURS A WEEK.

Wentworth's Higher Algebra.—Progressions, Indeterminate Coefficient, Binomial Theorem, Common Logarhmits, Interests and Annuities, Choice, Chance, Continued Fractions, Scales of Notation, Theory of Numbers, Variables and Limits, Series, General Properties of Equations, Numerical Equations, Determinants, Complex Numbers.

HISTORY

TWO HOURS A WEEK.

Turner's History of Philosophy.

Ancient Philosophy.—Oriental, Greek and Greco-Roman, Greco-Oriental; Philosophy of the Christian Era—Patristic, Scholastic (First and Second Periods). Modern Philosophy.

MODERN LANGUAGE

THREE HOURS A WEEK.

French, German or Spanish is prescribed for this class. Written exercise once a week.

ELOCUTION

ONE HOUR A WEEK.

Dramatic and Oratorical Practice.—Declamation once a week Extempore Speaking, Debates, Criticism and Discussion of Interpretation and Delivery.

Sophomore Class.

CHRISTIAN DOCTRINE

TWO HOURS A WEEK.

DeHarbe's Full Catechism of the Catholic Religion, Part III—On the Means of Grace. Practical Instructions.

LATIN

FIVE HOURS A WEEK.

Precepts.—Yenni's and other Latin Grammars constantly consulted. Development of the Latin Speech; Study of Topics. Oratorical Analysis.

Authors.—Cicero, Pro Lege Manilia, Pro Milone, In Antonium (Selected); De Oratore, Brutus; Horace, Odes, Books II, III, IV, Epodes, Satires. Epistles, Carmen Saeculare; Juvenal, Selections.

Practice.—Composition in Prose and Verse, Sight Translation, Memory Work, Conversation; Written exercises three times a week—Bradley's Arnold's Latin Prose Composition.

GREEK

FOUR HOURS A WEEK.

Precepts,—Yenni's and other Greek Grammars constantly consulted. Development of the Greek speech. Study of the Topics and Oratorical Analysis.

Authors.—Demosthenes, De Corona, Philippics; Aeschines, In Ctesiphontem; Sophocles, Oedipus Tyrannus, Antigone; Aeschylus, Prometheus Vinctus; Plato, Phaedo; Pindar, Selections; Thucydides, Selections. Plato, Phaedo.

Practice.—Composition, Sight Translation, Memory Work; Written exercises twice a week.

ENGLISH

FIVE HOURS A WEEK

Precepts.—Orations, their classification and analysis; oratorical style and argumentation. *Text Book.—Coppens' Oratorical Composition.*

Authors—Prose, Burke's Bristol Election Speech; Webster's Reply to Hayne, The Knapp Trial.

POETRY.—Paradise Lost, Books I, and II; Macbeth.

History of English Literature.—Civil War Period; 18th and 19th Centuries; American Literature. *Text Books—Jenkins; Reference, Gosse and Saintsbury.*

PHYSICS

TWO HOURS A WEEK.

Acoustics—Energy of Mass Vibration, Laws of Propagation, Refraction, Resonance and Interference of Sound Waves, Musical Sounds, Harmony, Musical Instruments.

Heat.—Thermometry, Calorimetry, Change of State Solutions, Thermodynamics, Kinetic Theory of Gases, Heat Engines. *Text Book:—Millikan and Gale.*

MECHANICS

Three Hours a Week, with Exercises Three Times a Week.

Theoretical and Experimental Mechanics.—Kinematics, Dynamics, Mechanics of Liquids and Gases. *Text Book:—Dana.*

MODERN LANGUAGES

THREE HOURS A WEEK.

French, German or Spanish is prescribed for this class. Written exercise once a week.

HISTORY

THREE HOURS A WEEK.

Fredet's Modern History.—From the beginning of the Crusades to the Discovery of America (A. D. 1492). From the Discovery of America to the Present Time.

ELOCUTION

Vocal Power.—Enunciation, Gesture, Oratorical Expression. Declamation once a week, Forensic Delivery, Extempore Speaking, Debates.

Freshman Class.

CHRISTIAN DOCTRINE

TWO HOURS A WEEK.

De Harbe's Catechism of the Catholic Religion, Part II.—On the Commandments. Practical Instructions.

LATIN

FIVE HOURS A WEEK.

Precepts.—Thorough review of Prosody. Constant reference to Latin Grammar. Analysis of Latin Sentence and and of Periodic Construction.

Authors.—Cicero, Pro Archia, Pro Marcello, Pro Ligario. Virgil, Æneid, Books II, V, VI, IX. Horace, Odes, Book I, Ars Poetica; Livy, Selections. Christian Hym, nology, Selections. (Germing, S. J.)

Practice.—Composition in Prose and Verse. Sight Translation- Memory Work, Conversation. Written exercises three times a week. Bradley's Arnold's Latin Prose Composition.

GREEK

FOUR HOURS A WEEK.

Precepts.—Yenni's Greek Grammar. Accents, Dialects, Prosody, Greek Epic and Lyric Poetry.

Authors.—Homer, Iliad, Books II, VI, XXIV; St. Chrysostom, In Eutropium; Euripides, Hecuba, Iphigenia in Aulis; St. Luke, Gospel or Acts. Herodotus, Selections. Plato, Apology, Lyrics selected from various poets.

Practice. — Composition, Sight Translation, Memory Work; Written Exercises based on Authors, twice a week.

ENGLISH

FIVE HOURS A WEEK.

Precepts.—Literary Style, Varieties of Style, Narration, Description, Essays, Fiction, Principles of Construction, Plot, Character, Situation, Purpose. Versification; Nature and varieties of poetry. *Text Book:—Coppens' Introduction supplemented by the Professor.*

Authors.—PROSE.—Newman, Macaulay, Arnold, De Quincy.
POETRY.—Selections from Coleridge, Tennyson, Milton, Shelley (Palgrave's Golden Treasury). The Tempest, Julius Cæsar.

History of English Literature.—Anglo-Saxon, Transition, Early English, Middle English Periods. *Text Book:—Jenkins.*

MATHEMATICS

FIVE HOURS A WEEK.

Wentworth's Plane and Spherical Trigonometry and Surveying.—Daily written exercises.

PLANE TRIGONOMETRY. — Trigonometric Functions of Acute Angles, the Right Triangle, Goniometry, the Oblique Triangle, Construction of Tables.

SPHERICAL TRIGONOMETRY—The Right Spherical Triangle, Applications, Surveying—Field Instruments, Land Surveying, Triangulation, Leveling, Railroad Surveying, City Surveying.

HISTORY

THREE HOURS A WEEK.

Fredet's Modern History.—From the foundation of the Roman Empire (B. C. 31) to its Downfall in the West (A. D. 476). From the Downfall of the Western Empire to the Beginning of the Crusades (A. D.) 1095).

CHEMISTRY

TWO HOURS A WEEK.

General Inorganic Chemistry.—Lectures, Recitations and Laboratory Work. Introduction to Chemistry. Fundamental Laws, History, Occurrence, Preparation and Properties of the Elements and their principal compounds. Gravimetric and Volumetric Relations. Kinetic, Molecular Hypothesis. Solution, Chemical Equilibrium, Flame and Illuminants. *Text Book:—Smith's College Chemistry.*

MODERN LANGUAGE

THREE HOURS A WEEK.

French, German or Spanish is prescribed for this class. Written exercise once a week.

COMMERCIAL LAW

Lyon's Text-Book on Commercial Law.—Sources of Law, Contracts, Agency, Partnership, Corporations, Guaranty, Time to Sue, Sale of Goods. Commercial Paper, Shipping, Insurance, Interest and Usury, Telegraphs, Patents, Bankruptcy, Real Estate.

ELOCUTION

Dramatic Expression.—Inflection, the Eye and Face in Reading, Breathing.

Declamation once a week, Rendition of Dramatic Selections.

The English Course

Leading to the Degree of Bachelor of Science

SUPERIOR CLASS

EVIDENCES OF RELIGION

ONE HOUR A WEEK.

Schouppe's Course of Religious Instruction.—Lectures by the Professor.

Apologetic.—Truth of the Christian Religion as opposed to Unbelief, and to Heresy; Nature and Institution of the Church; Proof of the Truth of the Catholic Church; Its Marks; Accusations brought against it,

Dogmatic.—Sources of Authority; God and His Attributes, the Blessed Trinity; the Creation of the World; the Incarnation; Grace, the Sacraments; Baptism, Confirmation, Blessed Eucharist. Penance, Extreme Unction, Holy Orders, Matrimony, the Virtues, the Four Last Things.

Moral.—Laws, the Decalogue, the Commandments of the Church, Sin, Virtues, Christian Perfection, the Sacraments, Prayers, Feasts and Ceremonies of the Church.

PHILOSOPHY

FOUR HOURS A WEEK.

Cosmology. — Qualities of Bodies; Change—Substantial and Accidental; Atomism, Dynamism, Hylomorphism.

Psychology.—Life and its Principle; Sensation; the Origin of Species; the Intellect and its Ideas; the Will, Freedom; Qualities of the Soul; the Union of Body and Soul.

Natural Theology.—Existence and Nature of God; His Attributes, Intelligence and Will; Moral and Physical Evil; Creation, Miracles. *Text Books—Coppens' Mental Philosophy with the Stonyhurst Series.*

Ethics.—The End of Man, Beatitude; Morality of Human Acts; Moral Obligation; Law, Sanction of Law; the Norm of Morality; Man's Duties; Homicide, Suicide, Dueling; Veracity, Lying; Private Ownership, Communism, Socialism, Henry George; Capital and Labor; Domestic Society, Matrimony, Divorce; Parental Authority, Education; Civil Society, Civil Society and Government, Suffrage; Church and State. *Text Books —Coppens' Moral Philosophy with the Stonyhurst Series.*

Economics.—Production and Consumption; Industrial Organization; Family Life and Law; Exchange, Trade; Money; Coinage; Credit and Banking; Distribution, Profits; Wages; Public Finance and Ownership; Taxation and Public Debts. *Text Book:—Devas' Political Economy.*

CHEMISTRY

Five Hours a Week, with daily exercises and two hours a week allowed for Laboratory Work.

Smith's College Chemistry.—Same course as the Senior Class.

MATHEMATICS

Five Hours a Week, with Daily Exercises.

Wentworth's Higher Algebra. — Progressions, Indeterminate Coefficients. Binomial Theorem, Common Logarithms, Interests and Annuites, Choice, Chance, Continued Fractions, Scales of Notation, Theory of Numbers, Variables and Limits, Series, General Properties of Equations, Numerical Equations, Determinants, Complex Numbers.

MECHANICS

Three Hours a Week, with Exercises three times a Week.

Goodspeed's Gage's Principles of Physics.—Units of Measurement, Kinematics, Dynamics, Properties of Matter. Mechanics of Liquids and Gases.

ASTRONOMY

Two Hours a Week, with Exercises twice a Week.

Young's Lessons in Astronomy.—Uranography, Fundamental Problems, the Earth, the Moon, the Sun, Eclipses and Tides, the Planets, Comets and Meteors, the Stars, Astronomical Instruments.

BIOLOGY

Three Hours a Week, with Exercises three times a week, and two hours a week allowed for Laboratory Work.

Hunter's Elements of Biology.—Same course as the Senior Class.

HIGHER MATHEMATICS

Five Hours a Week, with two Exercises a Week

For students who do not study Biology. Same course as the Senior Class.

ENGLISH AND HISTORY

Biology and Higher Mathematics.—To students who take neither Biology nor Higher Mathematics, the course ofEnglish and the History of Philosophy of the Junior Class is open.

MODERN LANGUAGES

FIVE HOURS A WEEK.

French, German or Spanish is prescribed for this class. Written exercise once a week.

INTERMEDIATE CLASS

CHRISTIAN DOCTRINE

TWO HOURS A WEEK.

DeHarbe's Full Catechism of the Catholic Religion.—On the Means of Grace. Practical Instructions.

PHILOSOPHY

FIVE HOURS A WEEK

Logic.—Dialectics. Simple Apprehension, Terms; Judgments, Propositions; Reasoning, the Syllogism with its Principles and Laws; Induction, Method, the Circle.

Logic.—Critics. Logical Truth and Falsity; Certitude, Scepticism; Consciousness, the Senses, the Intellect; Testimony; the Ultimate Motive of Certitude—Evidence.

Ontology.—Being, Analogy; Truth, Goodness, Evil; Essence and Existence; Possibility; Substance and Accident; Causes; Matter and Form; Finality; the Exemplar. *Text Books—Coppens' Mental Philosophy with Poland's Laws of Thought, the Stonyhurst Series.*

ENGLISH

FIVE HOURS A WEEK.

Precepts.—Nature of Oratory, Sources of Success in Oratory. Arrangement of Thoughts. Development of Thought, Memory and Elocution, the Different Species of Oratory. *Text Book—Coppens' Oratorical Composition.*

Authors.—Milton, Speeches from Paradise Lost (Book II). Webster, The Knapp Trial. Shakespeare, Macbeth, Julius Caesar. Burke, Conciliation with America.

Literature — Jenkins' Students' Handbook of British and American Literature. The Nineteenth and Twentieth Century English Writers, American Literature.

Practice.—Analysis, Criticism and Composition of Speeches and Poems, Memory Work. Written Exercises twice a week.

MATHEMATICS

FIVE HOURS A WEEK.

Plane and Spherical Trigonometry and Surveying—Daily written exercises.

Plane Trigonometry. — Trigonometric Functions of Acute Angles, the Right Triangle, Goniometry, the Oblique Triangle, Construction of Tables.

Spherical Trigonometry.—The Right Spherical Triangle, the Applications. Surveying—Field Instruments, Office Instruments, Land Surveying, Triangulation, Leveling, Railroad Surveying, City Surveying. *Text Book:—Wentworth.*

PHYSICS

Five Hours a Week, with daily exercises, and two hours a week allowed for Laboratory Work.

Dynamics of Fluids.—Energy of Mass Vibration; Sound Waves; Molecular Dynamics; Heat; Energy of Ether Strain—Light. Energy of Ether Strain — Electrostatics; Energy of Electricity in Action — Electro-Kinetics. *Text Book—Goodspeed's Gage's Principles of Physics.*

HISTORY

FOUR HOURS A WEEK.

Fredet's Modern History.—From the Discovery of America (1492) to the Present Time.

MODERN LANGUAGE

TWO HOURS A WEEK.

French, German or Spanish is prescribed for this class—Written exercise once a week.

ELOCUTION

Vocal Power.—Enunciation, Gesture, Oratorical Expression, Declamation once a week, Forensic Delivery, Extempore Speaking, Debates.

JESUIT HIGH SCHOOL COURSE

First Year.

Christian Doctrine.—DeHarbe.

Latin.—Grammar. Etymology: Declensions of nouns, adjectives and pronouns; regular conjugations; irregular verbs in part.

Syntax: Rules of Concord, questions and answers, double questions.

Authors: Viri Romae; Phaedrus' Fables.

Composition: Exercises based on Authors.

English.—Precepts: McNichol's Fundamental English.

Authors: Prose: Dickens' Christmas Carols.
Hawthorne: Twice Told Tales.
Irving: Sketch Book.

Poetry: Longfellow: Evangeline.
Scott: Lay of the Last Minstrel; Marmion.

Home Reading: Cooper: Novels.
Church: Stories from Homer.
Cox: Tales of Ancient Greece.

Composition: Grammatical construction of sentences; simple narratives; letter writing.

Memory: From the Authors read in class.

Mathematics.—Wentworth's New School Algebra, as far as Simultaneous Equations.

History.—Smith's History of Greece.

Science.—Tarr's Physical Geography.

Elocution.—Shoemaker's Advanced Elocution.

Second Year.

Christian Doctrine.—DeHarbe.

Latin.—Grammar. Etymology. Review of declensions, etc., with exceptions. Irregular verbs completed; adverbs, prepositions, conjunctions.

Syntax.—Rules of cases; government of adjectives; use of pronouns.

AUTHORS: Cicero's Letters (Dillard); Nepos' Lives; Breviarium Eutropii. Viri Romae.

COMPOSITION: Exercises based on Authors.

MEMORY: Selections from the Authors.

Greek.—GRAMMAR: Regular declensions of nouns, adjectives, pronouns; regular conjugation of pure, mute and liquid verbs.

AUTHORS: Aesop's Fables; Cebes' Tablet.

COMPOSITION: Exercises based on Grammar and Author.

English.—PRECEPTS: Brooks' English Compostion; Book I, first half.

AUTHORS: PROSE: Addison: Sir Roger de Coverley Papers.
POETRY: Coleridge: The Ancient Mariner.
Poe: The Gold Bug.
Hawthorne: The Snow Image.
Goldsmith: The Deserted Village.
Campbell: Odes.
Macaulay: Lays.

HOME READING: Scott: Novels (Selected by the teacher.)
Dana: Two Years before the Mast.
Irving: Conquest of Granada.
Newman: Callista.
Wiseman: Fabiola.

COMPOSITION: Sentence and paragraph structure; descriptive narratives; some pure description; occasional practice in letter-writing.

MEMORY: From the Authors read in Class.

Mathematics.—Wentworth's New School Algebra, Simultaneous Equations to Ratio, etc.

History.—Shuckburg's History of Rome.

Science.—Biology: Hunter.

Elocution.—Shoemaker's Advanced Elocution.

Third Year.

Christian Doctrine.—DeHarbe.

Latin.—Grammar. Etymology. Review of verbs, regular and irregular.

Syntax: Government of verbs; sequence of tenses; subjunctive mood.

Authors: Ovid, Metamorphoses (Selections);
Caesar, Gallic War, Books I, II, III.
Virgil, Eclogues I. IV.

Composition: Exercises based on Authors.

Memory: Selections from the Author.

Greek.—Grammar, Etymology:—Repeat regular declensions and conjugations, with exceptions; verbs in ***Mi;*** Irregular verbs in part

Syntax: Common rules of concord; use of the Article; dependent sentences, causal, consecutive, final; questions and answers.

Authors: Xenophon's Anabasis; Lucian's Dialogues; Selections from Greek Lyric Poets (Tyler).

Composition: Exercises based on Grammar and Authors.

Memory: From the Grammar and the Authors.

English.—Precepts.—Brooks' English Composition, Book I, second half.

Authors: Prose: DeQuincey, Joan of Arc and Mail Coach.
Ruskin: Modern Painters.
Thackery: Roundabout Papers.
Holmes: My Hunt after the Captain and other Papers.
Lamb.—Select Essays of Elia.

Poetry: Burns: The Cotter's Saturday Night.
Tennyson: Sir Galahad and Holy Grail.
Arnold: Sohrab and Rustum.
Lowell: Vision of Sir Launfall, and other poems.
Cowper: Selections.

HOME READING: Dickens' Novels; Lytton's Harold, The Last of the Saxon Kings.

COMPOSITION: Practice in clearness of expression, amplification, suggestiveness, vividness, strength, idiomatic diction and discrimination in the choice of words.

More advanced narratives and descriptions.

MEMORY: Selections from the Authors.

Mathematics.—Wentworth's New School Algebra, from Ratio, etc. to the end.

Wentworth's Plane and Solid Geometry, Books I and II.

History.—Birt's Lingard, History of England.

Science.—Elements of Physics (Hoadley).

Elocution.—Shoemaker's Advanced Elocution.

Fourth Year.

Christian Doctrine.—DEHARBE.

Latin.—GRAMMAR: Rapid review of Etymology.

SYNTAX: Review of Subjunctive. Other moods; accusative with infinitive; indirect discourse; participles; gerunds; supines; prosody.

AUTHORS: Cicero, De Senectute; In Catilinam I, II; Pro Archia. Sallust's Catiline. Virgil, Georgics (Episodes); Aeneid I.

COMPOSITION: Exercises based on Cicero.

MEMORY: From the Authors.

Greek.—GRAMMAR. ETYMOLOGY: Finish irregular verbs, Adverbs, prepositions, conjunctions.

SYNTAX: Rules for cases; government of adjectives; use of pronouns; government of verbs; subjunctive, optative and infinitive moods; participles.

AUTHORS: Xenophon's Cyropaedia and Memorabilia. Homer's Iliad.

COMPOSITION: Imitation themes once a week, based on Authors.

English.—PRECEPTS: Coppens' Introduction to Rhetoric.
AUTHORS: PROSE: Macaulay's Essays on Johnson and Addison.
Carlyle: Essay on Burns.
Webster: Eulogy on Washington.
Grady: New South.
POETRY: Tennyson: The passing of Arthur.
Shakespeare: Merchant of Venice.
Wordsworth: Selections.
Shelley: Odes.
Milton: L'Allegro, Il Penseroso.
Byron: Prisoner of Chillon.
HOME READING: Thackery and Lytton (Selected by Teacher). George Eliot's Silas Marner; Franklin's Autobiography.
COMPOSITION: Exercises in narration, description, exposition, and argumentation. Short debates, chrias, essays, and occasional exercises in verse.
MEMORY: Selections from the Authors.

Mathematics.—Wentworth's Plane and Solid Geometry, Books III, IV, V, VI, VII, VIII.

History.—Montgomery's Student's American History.

Chemistry.—Avery's School Chemistry (with laboratory work).

Elocution.—Kleiser.

FRENCH.

Course I. Etymology of the French Grammar. Exercises in pronunciation, and in the use of the more common French idioms. A list of vocables to be learned for each class, with a view to acquiring a vocabulary. Written exercises based on the selections translated in class.

Course II. Repetition of the grammar work of the previous year. Syntax. Reading of selections from authors chosen by the Professor. Original compositions.

SPANISH.

Course I. Daily lessons in Grammar and in pronunciation. Translation of authors selected by professor. Conversation and exercises based on the authors selected.

Course II. Grammar completed; irregular verbs. Selections from classical Spanish Authors. Conversation and written exercises.

GERMAN.

Course I. Keller's "First Year in German," with lessons from the grammar in every class.

Course II. Keller's "Second Year in German." Selections from authors chosen by the Professor.

Weekly Time-Schedule.

The class hours are divided into periods of fifty-five minutes and are arranged for the week so as to give to the studies of the High School the number of periods indicated in the following schedule:

	I Year	II Year	III Year	IV Year
Christian Doctrine	1	1	1	1
Latin	10	6	5	5
English	7	7	5	5
Greek	0	4	4	4
History	2	2	1	1
Mathematics	5	5	5	5
Chemistry	0	0	0	3
Physics	0	0	3	0
Biology	0	1	0	0
Physical Geography	1	0	0	0
Elocution	1	1	½	½
Modern Language	0	0	2½	2½

SUBJECT MATTER

FOR THE

Degree of Bachelor of Arts.

1912

Mental Philosophy

Dialectics

Logic; its definition and division.

Distinctions between Art and Science.

Principles of Logic.

The nature of Simple Apprehension. Ideas, Phantasms. Points of contrast between them.

Comprehension and Extension of Ideas. Oral Terms.

Predicables and Predicaments.

Judgments and Propositions. Opposition and Conversion of Propositions.

Reasoning. The Syllogism and its Laws.

Demonstration. Various species of demonstrative arguments.

Probable and Indirect Reasoning.

Sophisms.

Division, Definition, Method, Analysis and Synthesis.

Critical Logic

1. Logical Truth and Falsity.
2. Various States of the Mind in regard to Truth.
3. Certitude: its Nature and Kinds.
4. Universal and Partial Scepticism.
5. Trustworthiness of our Faculties for the Attainment of Truth: Consciousness, Memory, Judgment, Reasoning, and External Senses.
6. Extrinsic Motives of Certitude: Testimony of Men, Tradition and History.
7. Evidence, the Ultimate and Universal Criterion of Certitude.

Ontology

1. The Notion of Being.
2. Its Transcendental Attributes : Unity, Goodness, and Truth.
3. Primary Divisions of Being: Actual and Possible, Substance and Accident.
4. Causes : Efficient, Material, Formal, Final, and Exemplary.
5. Chief Perfections of Being : Simplicity, Infinity, Necessity and Immutability.
6. The Ten Categories of Aristotle.

Cosmology

1. The Origin of the World.
2. Pantheism and Idealism.
3. End or Purpose of the World.
4. Relative Perfection of the World.
5. The Possibility and Cognoscibility of Miracles.
6. The Constituent Elements of Matter : Atomism, Dynamism, System of Matter and Form.
7. General Properties of Bodies : Extension, Impenetrability, Figure, Local Motion and Inertia

Psychology

ANIMAL PSYCHOLOGY

1. The Specific Nature of Plants and Animals.
2. Essential Difference between Plants and Animals.
3. Unity of the Vital Principle in Animals.
4. Irrationality of the Brute Soul.
5. Instinct and the Power of Appreciation in Animals.
6. End or Purpose of Plants and Animals.

RATIONAL PSYCHOLOGY

1. The Intellect : Origin of Ideas.
2. The Hypothesis of Innate Ideas, Ontologism, Traditionalism.
3. The Will : Its Freedom from Coercion and from necessary Action.
4. The Human Soul : Its Simplicity, Spirituality and Immortality.

Natural Theology

1. Metaphysical, Physical, and Moral Arguments to prove the Existence of God.
2. Atheism and Agnosticism.
3. Physical and Metaphysical Essence of God.
4. Quiescent Attributes of God: Unicity, Absolute Immutability, Eternity, Omnipresence, Immensity, and Infinite-Goodness.
5. Operative Attributes of God: Threefold Objective Knowledge — Knowledge of Pure Intelligence, Knowledge of Vision, Conditional Knowledge.
6. The Extrinsic Freedom of God's Will.
7. God's Omnipotence, Wisdom, and Providence.

Ethics and Natural Law

1. The End to which Human Acts are to be directed. Our Last End and its Attainment. Morality of Human Acts: the essential difference between morally good, and morally bad acts; the Determinants of Morality; Accountability for Moral Acts; Hindrances to Accountability; Passions, Virtues, and Vices. The Moral Law in general. Conscience applying the Moral Law. The Sanction of the Moral Law.
2. Rights and Duties in general. Our Duties to God. Interior and Exterior Adoration; Public Worship; Indifference in the matter of Religion. Our Duties to Ourselves; Suicide; Our Duties to Our Fellow-Man. Equivocation, Mental Reservation, Lying, Murder, Self-Defense, Duelling. Rights of Ownership; Communism and Socialism; Violations of the Right of Ownership; Various Modes of Acquiring Property: First Occupancy, The Finding of Lost Articles, Accession, Prescription, Contracts. Wages of Laborers, Labor Unions, and Strikes. Our Social Rights and Duties. Domestic Society: Its Nature and Purpose. Unity and Indissolubility of Marriage. Parental Authority. Educa-

tion of Children belongs by right to their Parents. Civil Society: Its Nature and Origin. End of Civil Society. Civil Authority, its Necessity and Origin. The Social Contract devised by J. J. Rousseau. Functions of Civil Government: the Legislative, the Judiciary, the Executive. Capital Punishment. International Law: its Principles. Rights of a Nation. War is justifiable under certain conditions; Manner of Waging War; Rights of a Victorious Nation.

Natural Sciences

Physics

1. HEAT :—Thermometry and Expansion by Heat. Temperature and Quantity of Heat. The Thermometer: Mercury and Alcohol Thermometers. Calibration of Thermometric Tubes. Determination of fixed points on Scale. Comparison of various Scales in common use. Constant Volume and Variable Pressure Thermometers. The Standard Gas Thermometer. Absolute Temperatures. The Absolute Zero. Critical Temperatures and Pressures. Maximum and Minimum Thermometers. Problems on Thermometry.
2. WAVE MOTION :—Pendular and Periodic Oscillatory Motion. Simple Harmonic Motion. Circle of Reference. Longitudinal and Transverse Vibrations. Frequency, Amplitude, Period, Phase Defined. The Harmonic Curve. Wave; Wave-length; Troughs; Crests, Condensations and Rarefactions. Velocity of Propagation of Wave-disturbance.
3. ACOUSTICS:—Sound. Its cause. Media of transmission. Production of Sound. Sonorous Bodies. Propagation of sound in elastic media. Study of the wave disturbance and its effect upon the tympanum of the ear.

   Reflection of Sound: Echoes, Simple and Multiple, Whispering Galleries. Characteristics of Sound: Intensity and its relation to Distance, Amplitude of Vibration, Density of the Medium, Force and the Direction of the Wind, Proximity of Sonorous Bodies. Pitch and its Relation to Frequency of Vibration of the Sounding Body; Measurement of Frequency; Savart's Machine. The Syren: Doppler's Principle. Timbre and its cause. Harmonics and Fundamental Tones. Physical Theory of Music: Musical Sound as differentiated from other Sounds; The Study of Pitch; The Sonometer or Monochord; Musical Scale based upon Major and Minor Triads; The Diatonic Scale; Intervals between the various Notes of the Scale;

Keynote; Transposition; Tempered Scale; Sharps and Flats. Interference of Sound: Effect of various Sound-Waves traveling in the same Medium; Harmony and Discord; Total and Partial Interference; Beats. Stringed Instruments: Laws of Vibrating Strings; Relation of Pitch to Tension, Diameter, Density, Length of String; Nodes and Loops. Wind Instruments: Laws of Vibrating Air Columns; Organ-pipes, open and closed; Overtones; Nodes and Loops; Vibrating Rods and Plates; Study of Position of Nodal Lines.

4. MAGNETISM:—Magnets: Artificial, Permanent, Temporary, Bar and Horse-Shoe. Magnetic Materials: Paramagnetic and Diamagnetic Substances. Magnetic Field, as illustrated by arrangement of iron filings. Magnetic Lines of Force. Poles. Strength ot Field. Uniform Field. Laws of Attraction and Repulsion of unlike and like Poles. Various Theories of Magnetism. The Molecular Theory. Definition of Magnetism. Magnetization: Various Methods; Single, Double, and Separate-Touch Methods; Magnetization by a current of electricity; Saturation. Magnetic Induction: Permeability and Retentivity: Hysteresis and its effects. Terrestrial Magnetism: Its cause. Location of Magnetic Poles of the Earth; Declination, East and West; Inclination; Dip of Needle; Magnetic Charts of the World; Isogonic, Agonic, Isoclinic, and Aclinic Lines. The Earth's inductive action upon masses of iron and steel, horizontal, and vertical columns. Magnetization of Ironclads: Deviation of the Compass needle on such ships; How these difficulties are remedied. Final Swinging of the ship before going to sea.
5. ELECTRICITY:—Fundamental Phenomena and Principles of Static Electricity, Laws of Attraction and Repulsion. Law of development of Electricity by Friction. Conductors and Insulators. Theories of Electricity. The Molecular or Ether-Stress Theory of Faraday and the Electron Theory compared. Instruments for detecting the presence of Electrical charges: The Electroscope; Bennett's Gold-Leaf

Electroscope. Electrostatic Induction: Study of Induction by means of the Gold-Leaf Electroscope; Induction of Temporary and Permanent Charges; Free and Bound Electricity. Distribution of Electricity: Electric Density; Friction and Induction Machines; The Electrophorus; Plate Machines; The Toepler-Holtz Machine; The Wimshurst Machine; Description and Explanation of process by which charges are induced and collected on Prime Conductors. Condensation of Electricity: Process by which the capacity of a Conductor can be increased, studied by means of Aepinus' Condenser; The Function of the Dielectric; Specific Inductive capacity of various Dielectrics; Faraday's Theory of Polarization; Potential and Capacity; Zero Potential; The Leyden Jar; The Modern Plate Condenser; Discharge of Condensers; Electric Screens; Lightning Rods, and their efficiency.

6. CURRENT ELECTRICITY :—A. The Galvani-Volta Controversy. Volta's explanation of the Fundamental Experiments which led to the development of Current Electricity. Volta's Pile. The first Voltaic Cell and its Defects. Polarization and Local Action. The qualities of an ideal Cell. Means by which the defects of Volta's cell were overcome. Amalgamation of the Zinc Plate. The use of Depolarizing Agents. The Electric Circuit. The Cathode and Anode. Theory of Electrolysis. Volta's Electromotive Series. His law concerning the difference of Potential developed by the use of various Metals and Exciting Liquids. Batteries and Cells in common use: their advantages and disadvantages; Potential; Current Strength. Daniell, Grove, Bunsen, Leclanche, Edison–Lalande, and Grenet Cells. Dry Batteries.

B. ACTION OF ELECTRIC CURRENT UPON MAGNETIC NEEDLE. Oerstedt's Fundamental Experiments. The Galvanometer: the Astatic, and the Tangent Galvanometer; the D'Arsonval Mirror Galvanometer; the Differential Galvanometer; the Ammeter and the Voltmeter.

C. ACTION OF CURRENT UPON NEIGHBORING CURRENTS. Ampere's Fundamental Experiments. Attraction and Repulsion of Parallel Currents. Angular Currents. Sinuous Current. The Solenoid. Ampere's Theory of Magnetism.

D. ELECTROMAGNETISM. The Electromagnet. Lifting Power. Magnetic Susceptibility. Magnetic Permeability. Magnetic Hysteresis. Magnetic Induction. Magnetic Flux. Practical Applications: Lifting Cranes; The Electric Bell; Burglar Alarms; The Electric Telegraph; The Automatic Feed of the Arc Lamp.

E. ELECTROMAGNETIC UNITS DEFINED. The C. G. S. Units of Force, Work, and Capacity. The Absolute or C.G. S. Units of Current Strength, Quantity, E. M. F. or Difference of Potential and Resistance. The corresponding Practical Units: the Ampere, the Coulomb, the Volt, the Farad, and the Ohm,

F. OHM'S LAW. Quantitative connection between E. M. F., Resistance, and Current Strength. Application of the Law to divided Circuits.

G. ELECTRICAL MEASUREMENTS. Measurement of Current Strength by means of the Tangent and Sine Galvanometers. The Ammeter and its use. Measurement of E. M. F. by means of a Standard Cell and a Potential Galvanometer or Voltmeter. Measurement of Resistance by the Substitution Method, the Null or Zero Method, and the Wheatstone Bridge. Explanation of the Bridge. The two Fundamental Principles upon which the Determination of Resistance by the Bridge Method is based. The Slide-Wire Bridge and its use.

H. ELECTROMAGNETIC INDUCTION. Faraday's Fundamental Experiments. The Hand Rule to determine the direction of the Induced Current. Momentary Currents induced in Closed Circuit by Electric Current and by Magnet. The Dynamo Rule showing the relation between the direction of the Lines of Magnetic Force, the Motion of the Coil, and the Induced Current or E. M. F. Lenz's Law. The Gramme Ring. Ring, Drum, and Shuttle-wound Armatures. The Direct Current and the Alternating Dynamo. Multipolar Alternators. The Principle of the Commutator: Series. Shunt, Separate and Compound–Wound Dynamos and their special purpose. Principle of the Electric Motor. Street Car Motors. The Principle of the Induction Coil and of the Transformer. The Ruhmkorff Coil. Step-up and Step-down Transformers. Efficiency of the Transformer. The Telephone. The Blake and Carbon-Dust Transmitters. The Receiver. The Induction Coil.

I. PASSAGE OF ELECTRICITY THROUGH GASES. Geissler's Tubes. Kathode Rays. X-Rays.

J. ELECTRICAL OSCILLATIONS: Hertz's Experiments. The Coherer. Wireless Telegraphy.

Mechanics

Mechanics of Solids

1. KINEMATICS:—Motion and Rest. Kinds of Motion: Uniform, Varied, and Uniformly Varied Motion. Velocity and Acceleration. Laws of falling bodies. Composition and Resolution of Velocities. Composition and Resolution of Accelerations. Composition of Uniform and Accelerated Motion. Motion of bodies projected vertically upwards. Projectiles. Practical Applications. Examples.
2. DYNAMICS:—Mass, Density, Volume, Momentum. Newton's Laws of Motion. Gravitation. Force. Measurement of Force. Absolute and Gravitation Methods. Kinds of Forces: Impulsive and Continued Forces; their effect upon moving bodies; Central Forces; Determination of their intensity. The Earth's Diurnal Motion and its effects. Work and Energy. Principle of Work. Principle of Conservation and Correlation of Energy. Practical Applications. Examples.

3. STATICS :—Conditions of Equilibrium of bodies acted upon by various forces. Relation between Component Forces and their Resultant. Calculation of this Resultant. Composition and Resolution of Forces. Parallel Forces and their Resultants. Couples. Forces tending to produce Rotation. Moments. Calculation of the Resultant of two or more Moments. Principles of Equilibrium. Application of the Principles of Work and Equilibrium to determine the relation of the power applied to the Work done with the following simple Machines: Lever; Balance; Steelyard; Toggle-Joint; Wheel and Axle; Toothed Wheels; Pulleys; Inclined Plane; Wedge and Screw.

Mechanics of Liquids

1. HYDROSTATICS :—Properties of Liquids compared with those of Solids and Gases. The Kinetic Theory. Molecular Forces in Liquids. Cohesion. Surface-tension and Capillary phenomena. Cohesion and Adhesion versus Gravity. Laws of Ascent and Depression of Liquids in capillary tubes. Films. Transmission of Pressure in Liquids. Principle of Equal Pressures. Pascal's Law. Application of these Principles in the Hydrostatic Press. Pressure in Liquids due to Gravity. Downward, Upward, and Lateral Pressures. The Hydrostatic Balance. Apparent contradiction of these Laws. Equilibrium of Liquids. Superposed Liquids and Liquids in communicating vessels. The Spirit Level: Artesian Wells; Water Tower and City Water Supply. Archimedes' Principle, Determination of Specific Gravities of Substances—solid, liquid, and gaseous.

3. HYDRO-KINETICS :—Velocity of Flow and Volume discharged under a constant head. Water-wheels and their efficiency. The Pelton Wheel. Turbines.

Mechanics of Gases

1. PNEUMATICS:—Properties of Gases. Properties of Vapors. Kinetic Theory of Diffusion. Compressibility and Expansibility. Relation of Volume of a Gas and the Pressure sustained. Boyle's Law. Relation of Volume of a Gas and Temperature to which it is raised. Charles' Law. The Atmosphere: Extent and Character. Density of the air above and below sea-level. Weight of air. Various methods of ascertaining its weight. Torricelli's Experiment. Pascal's Experiment. The Torricellian Tube. Fortin's Barometer. The Aneroid Barometer. Application of Archimedes' Principle to Gases. The Baroscope. Pneumatic Appliances: the Syphon, the Air-pump, Sprengel's Air-pump, the Compression Pump, the Lift-pump, the Force-pump, the Air-brake.

Chemistry

THE SCOPE OF CHEMISTRY:—Matter and Energy. Constitution of Matter. The Molecule. The Atom. Changes, Physical and Chemical. Chemical Action. Chemical Affinity. Elements. Compounds. Mixtures. Laws of Definite and Multiple Proportion. Nomenclature of Elements, of Compounds, of Acids, of Bases, and Salts. Chemical Symbols and Formulæ. Chemical Equations.

THE ELEMENTS:—O., H., N., Cl. Their history, occurrence, mode of preparation in Laboratory; Manufacture; Properties, Physical and Chemical; Uses; Tests.

THE COMPOUNDS:— H_2O; HCl; NH_3; HNO_3; NO and NO_2; Chlorides; Nitrates; Nitrites. Their history; occurrence; Manufacture; Properties, Physical and Chemical; Uses and Tests. Manufacture of Ice.

THE MIXTURES:—Air. The Rare Elements. Aqua Regia. The Liquefaction of Gases. Various Processes.

CHEMICAL ACTION and its cause, Chemical Affinity. Circumstances that favor Chemical Action. Effect of Light, Heat, Electricity, Catalytic Agents, Solution. Moisson's Electric Furnace. Manufacture of the Carbides; their Uses. Electrolysis, Faraday's Investigation and Law. Industrial Applications of Electrolysis. Chemical Calculations Quantitative Significance of Formulæ. Percentage Problems. Problems based on Equations. Problems involving Boyle's and Charles' Laws.

THE ATOMIC THEORY:—Avogadro's Hypothesis. Vapor Density and Molecular Weight. Determination of Atomic Weights. Specific Heat and Method of checking Atomic Weights obtained by other Methods. Dulong and Petit's Law.

VALENCE:—Method of determining the Valence of the Elements. Structural or Graphic Formulas as distinguished from the Empirical Formulas.

CARBON:—Properties and uses of its various forms. CO_2. Hydrocarbons and their relation to illuminating Gases. Natural Gas. The Manufacture of Coal-Gas and Water-Gas. Combustion: The Flame; The Bunsen Flame; Reducing and Oxydizing Flames.

SULPHUR:—Occurrence; Formation; Process of mining it in Louisiana: Properties; Different forms; Uses. SO_2 and H_2SO_4. Manufacture, Properties and Uses. Sulphates.

METALS:—Properties and occurrence of the various Metals. Metallurgy. Alloys and Amalgams. Cast Iron, Wrought Iron, Steel.

Descriptive Astronomy

1. The Celestial Sphere. Its relation to the earth. Its apparent motion. Various systems of coordinates for determining the position of points on the celestial sphere.
2. Apparent annual motion of the sun. The Ecliptic. Time: Sidereal, true, and mean solar time.
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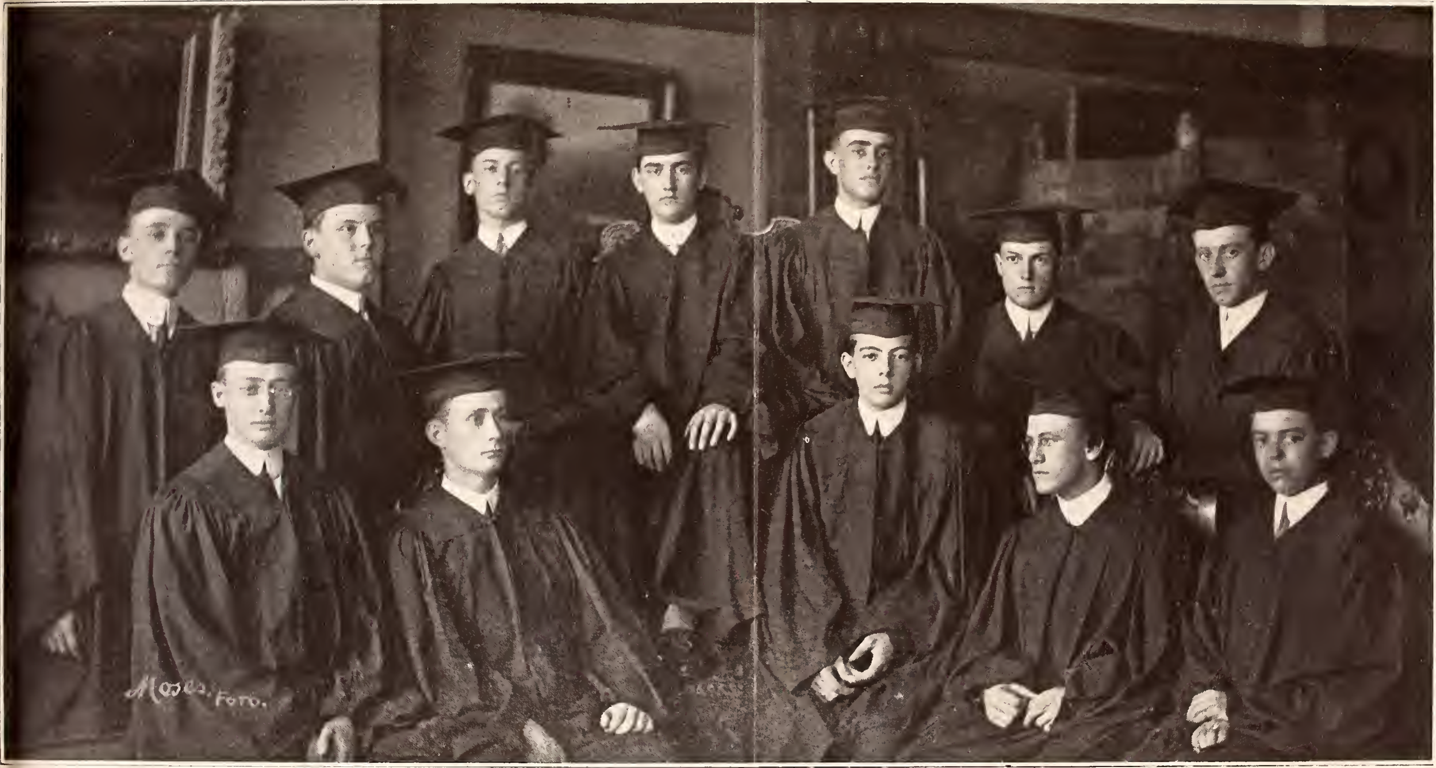

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Watters, D.

Loyola Seismic Service

This association operates the two seismographs in the Nicholas D. Burke Observatory. As Loyola is a regular co-operative station of the U.S.Weather Bureau, the association takes charge of the daily meteorological observations.

Members

REV. JOSEPH B. FRANCKHAUSER, S. J.	Director.
RAYMOND P. BASSICH	President.
CHARLES W. ZIEGLER	Secretary.

HENRY J. CURTIS.
JAMES L. DALGARN.
HENRY L. HAMMETT.
GEORGE M. MACHECA.
THOMAS C. NICHOLLS.
CHARLES L. SEEMANN.
DOUGLAS S. WATTERS.
JOHN S. WATTERS.

The Loyola Glee Club

Mr. Joseph B. Bassich.... ....Director.

Members

Raymond P. Bassich.
Edward T. Desforges.
Rene Diaz.
Edward A. Durel.
Christie Everett.
Edward A. Fielding.
Henry J. Hammett.
Hylton J. Harrison.
Franz Hindermann.
Pointes J, Indest.
Charles H. Kelly.
Joseph L. Killeen.
Thomas C. Nicholls.
Eugene J. Perrier.
William D. Roussel.
L. Emile Stouse.
Robert Emmet White.
Alfred M. Ziegler.

Loyola Orchestra

Franz Hindermann	President.
Hylton J. Harrison	Vice-President.
Lionel Adams	Secretary-Treasurer
Eugene J. Perrier	Librarian.

Members

Lionel Adams
Rene Diaz.
Henry L. Hammett.
Hylton J. Harrison.
Franz Hindermann.
Joseph L. Killeen.
Alvin M. McMurray.
Eugene J. Perrier.

The Loyola Athletic Association

The aim of this Association is to encourage a reasonable interest and activity in Athletics. From its members are chosen those who form the various representative teams of the University.

Officers

Rev. P. A. Ryan, S. J.........................Director
Thomas C. Nicholls............................President.
Robert Emmet White ....Vice-Pres.
Henry J. Miller . ...Treasurer.

Joseph L. Killeen.........Captain Foot Ball Team.
Christie Everett...........Manager Foot Ball Team.
Cyril W. Ryan..............Coach Foot Ball Team.

Felix Vaccaro...............Captain Base Ball Team.
Louis M. Guidry............Manager Base Ball Team.
Lambert F. Fucich........Coach Base Ball Team.

Public Exercises

COURSE OF LECTURES

1911-1912

Nov. 1st.—"When Southern Knighthood was in Flower, Fifty Years Ago."

REV. E. C. DE LA MORINIERE, S. J.

Nov. 22d.—"Liberty in Fact and Fiction."

REV. WM. POWER, S. J.

Dec. 28th.—"Macbeth"

REV. E. C. DE LA MORINIERE, S. J.

Feb. 5th.—"India, the Land of Romance."

PROF. J. B. LAWLER, LL. D.

March 18th.—"The Wonders of the World."

VERY REV. ALBERT BIEVER, S. J.

March 25th.—"Sanitation and Health"

OSCAR DOWLING, M. D.

32718

Interscholastic Debate

LOYOLA UNIVERSITY

VS

SPRING HILL COLLEGE

Marquette Hall, Wednesday, April 10, 1912

Subject of Debate

"Resolved that United States Senators should be Elected by direct popular vote."

FOR THE AFFIRMATIVE

Loyola University	Mr. Henry J. Miller, '12 Mr. Joseph M. Rault, '13

FOR THE NEGATIVE

Spring Hill College	Mr. George L. Mayer, '12 Mr. Maurice R. Woulfe, '13

Programme

Violin Solo...Mr. Rene Diaz
Vocal Solo........ ....Mr. Raymond P. Bassich

Introductory Remarks by the Chairman,
HON. JOHN ST. PAUL

First Speaker for the Affirmative
MR. HENRY J. MILLER, '12

First Speaker for the Negative
MR. GEORGE L. MAYER, '12

Second Speaker for the Affiramtive
MR. JOSEPH M. RAULT, '13

Second Speaker for the Negative
MR. MAURICE R. WOULFE, '13

Vocal Solo...Mr. Joseph Killeen

REBUTTAL

Cello Solo...................... ....Prof. Louis E. Faget

DECISION OF JUDGES

JUDGES

REV. LESLIE J. KAVANAGH,
ASSOCIATE JUSTICE OLIVIER O. PROVOSTY,
DR. MORTON A. ALDRICH
HON. CLARENCE S. HEBERT,
MR. SOLOMON WOLFF.

Loyola University

ANNUAL ELOCUTION CONTEST

Monday, May 20, 1912

AUDITORIUM OF

MARQUETTE HALL

8 P. M.

Programme

PART I

Instrumental Selection...Loyola Orchestra

Violins { R. Diaz H. Harrison W. Pitkin
L. Adams A. Pitkin G. Hindermann

Cello...Franz Hindermann

Piano...C. Collister

Mandolin Duet...{ H. McMurray
A. McMurray

Accompanist...M. McMurray

" The Slave's Story "......................................E. T. Desforges, '12

" Progress of Madness "..H. J. Miller, '12

" The Wounded Soldier"....................................H. J. Harrison, '14

" Yes, I'm Guilty "...F. T. Doyle, '15

" Cassius on Honor "..A. M. Ziegler, '14

INTERMISSION

Vocal Selections by Loyola Quartette	R. P. Bassich J. L. Killeen E. T. Desforges L. E. Stouse

Programme

PART II.

The Prologue of the "Marble Heart"	J. M. Rault, '13
"Shipwrecked"	N. F. de Reyna, '13
"The Wounded Soldier"	L. Adams, '14
"The Chariot Race"	W. Miles. Ryan, '15
"Wolsey's Farewell"	L. E. Stouse, '14
Vocal Selections	Loyola Quartette
Instrumental Selections	Loyola Orchestra

DECISION OF JUDGES

Judges

Clarence S. Hebert
Gusutave A. Llambias
Joseph L. Onorato
John P. Sullivan
Charles J. Theard

Annual Commencement Exercises

Loyola University

Auditorium of Marquette Hall

Friday, June Twenty-First

PROGRAMME

PART I.

Instrumental Selection	LOYOLA ORCHESTRA
Vocal Selection	LOYOLA QUARTETTE
Salutatory	THOMAS C. NICHOLLS

THE NICHOLAS D. BURKE

Memorial Medal Debate

RESOLVED: "That New Orleans should adopt the Commission Form of Government."

Chairman	JOSEPH M. RAULT '13
First Speaker for the Affirmative	EDWARD T. DESFORGES '12
First Speaker for the Negative	JOHN J. ST. PAUL '12
Second Speaker for the Affirmative	SYDNEY V. LANDRY '14
Second Speaker for the Negative	HYLTON J. HARRISON '14
Third Speaker for the Affirmative	THOMAS C. NICHOLLS '12
Third Speaker for the Negative	HENRY L. HAMMETT '14

REBUTTAL

Henry J. Miller and Joseph M Rault, who participated in the Loyola-Spring Hill Debate, were requested not to enter the preliminaries for this evening's contest.

PART II.

Vocal Selection..Loyola Quartette

Distribution of Premiums

Instrumental Selection..................................Loyola Orchestra

Valedictory... ....Henry J. Miller '12

CONFERRING OF DEGREES

AWARDING OF MEDALS

Finale..Loyola Orchestra

JUDGES :

Rathbone E. De Buys
J. J. McLoughlin
T. P. Thompson.

Register of Students

1911-1912

Adams, Lionel	Sophomore
Aldige, James G.	Intermediate
Bassich, Raymond P.	Senior
Bendrat, William K.	Junior
Bouligny J. Davenport	Intermediate
Brophy, Edward J.	Intermediate
Burgoyne. John E.	Sophomore
Caire, Arthur A.	Freshman
Choppin, Pierre F.	Sophomore
Curtis, Henry B.	Sophomore
Dalgarn, James L.	Freshman
Dayries, Provosty A.	Freshman
De Reyna, George J.	Junior
De Reyna, Milton R.	Freshman
De Reyna, Norman F.	Junior
Desforges, Edward T.	Senior
Diaz, Rene A.	Senior
Doyle, Francis T.	Freshman
Durel, Edward A.	Senior
Everett Christopher	Senior
Fennell, Gerald O.	Junior
Fielding, Edward J. A.	Sup. Commercial
Fox, Frank A.	Sophomore
Friedrichs, Andrew V.	Sophomore
Fuchs, Valentine A.	Sophomore
Fucich, Emile A.	Intermediate

Gately, Tracy T.	Junior
Gaudin, Felix W.	Sophomore
Guidry, Louis M.	Intermediate
Hammett Henry L.	Sophomore
Hardie, Charles A.	Intermediate
Harrison, Hylton J.	Sophomore
Hindermann, Franz, W.	Intermediate
Indest, Pointis E.	Junior
Jackson, Norcom J.	Intermediate
Jourdan, Theodore C.	Intermediate
Kelly, Charles H.	Intermediate
Kernaghan, Ignatius C.	Superior Comm.
Killeen, Joseph L.	Junior
Landry, Sidney V.	Sophomore
Lapeyre, Jean M.	Freshman
Macheca, George M.	Sophomore
Marks J. Lalande	Junior
Masich, A. Melvin	Intermediate
Masich, Ralph F.	Sophomore
McKinney, E. Byron	Intermediate
McMurray, Alvin	Freshman
McNamara, Thomas A.	Intermediate
Meric, Edward C.	Sophomore
Meyer, Conrad E.	Intermediate
Miller, Henry J.	Senior
Murphy, Leo D.	Intermediate

Nicholls, Thomas C.	Senior
O'Keefe, Joseph H.	Freshman
Perrier, Eugene J.	Superior Course
Pfister, Joseph E	Freshman
Pons, Walter, A.	Superior Comm.
Ramos, Carl E.	Superior Comm.
Rault, Joseph M.	Junior
Robin, Ernest J.	Senior
Robin, Olivier, J.	Junior
Roussel, William D.	Freshman
Ryan, W. Miles	Freshman
Seemann, Charles L.	Senior
Stouse, L. Emile	Sophomore
St. Paul, John J.	Senior
Theard, Roger J.	Freshman
Tonglet, William A.	Senior
Torre, Joseph P.	Sophomore
Vaccaro, Felix	Intermediate
Ward, Henry A.	Junior
Watters, Douglas S.	Freshman
Watters, John S	Senior
White, Robert Emmet	Senior
Whitaker, Florville F.	Freshman
Williams, Irwin F.	Freshman
Ziegler, Charles W.	Senior
Ziegler, Alfred M.	Sophomore

LIST OF GRADUATES

YEAR **A. B.**

1856—Capdevielle, Auguste, M. D.
Fréret, James (Architect).
1857—Fréret, Jules.
1858—Dejean, Eugene.
Mouton, Edward.
Sheldon, William J.
1862—Capdevielle, Paul, Hon.
Dufour, Elmore.
Fehrenbach, Edward.
Livaudais, A. E.
1863—Layton, Thomas M. D.
Sauvage, Edward.
Zeringue, Edmond.
1868—Dufour, Edgar.
Ogden, Charles D., LL. B.
Richardson, Eugene.
1870—Capdevielle, Armand.
Skinner, Edward K.,LL.B.,Hon.
1872—Buchanan, Benjamin., LL B.
Lavillebeuvre, Chas. A., LL. B., Hon.
1881—Deville, Ernest P.
Fisher, John B., LL. B., Hon.
Mortimer, Robert.
Thêard, Alfred.
1882—Bayon, Henry, M. D.
Finney, Mark L., M. D.
Grace, Thomas E., LL. B.
Moran, Thomas C.
1883—Bayle, Emile J., M. E.
Buckley, Joseph P.
Ross, Robert J.
Sully, Charles L.
1884—Boissonneau, Andrew.
Dowling, James J. LL. B.
Fitzpatrick, Andrew J., LL. B., Hon.
Wogan, Jules M.
Rocquet, Albert P., M. D.
1885—LaVergne, Hugues J. de, LL. B.
Marinoni, Ulysse P., LL. B.
Puig, Felix G., LL. B.
Soniat, Joseph M., M. D.
Thêard, Sidney L., M. D.

YEAR **A. B.**

1886—Augustin, Numa J., LL. B.
Bayle, Joseph.
Murray, Hubert.
Poché, Louis P.
Reinerth, William.
Reiss, Paul L., M. D., M. D. Par
1887—Rivet, J. H. Chas., Ph. M.
Crane, Judson J.
Hartwell, Chas. A.
Maureau, Alphonse L.,Rev.,S. J
Wogan, Victor L. (Architect)
Burke, Nicholas J.
Hanemann, Louis, M. D.
Maloney, Henry H., D. D. S.
Pleasants, George J.
Reinerth, Emile A.
1888—Bernard, George R.
Crane, Warren J.
Chalaron, James F.
De Mahy, Henry M. D.
Leppert, William J.
Maloney, Robert J., LL. B.
Poché, Henry F.
Poché, Oscar M., Rev., S. J.
Rivet, L. Lucien.
Rocquet, Adolphe L.
Roy, William F.
Wogan, John A.
1889—Byrne, Charles.
Cahill, Alphonse.
Conery, Edward.
De Monsabert, Arthur., Ph. M.
Flemming, Alfred, LL. B.
Hubert, Louis, LL. B.
Landry, Maxime, M. D.
Lincoln, Rixford, LL. B.
Murray, John.
Souby, Andrew, Rev.
1890—Barnett, Edward, LL. B
Beven, Charles.
Boisblanc, Louis.

LIST OF GRADUATES

YEAR A. B.

1890—Coleman, John.
Couret, Sidney, D. D. S.
Dunn, Joseph D.
Fernandez, Gabriel, LL. B.
Hanemann, Adolphe.
Higgins, Edward.
Hogan, Robert, LL. B
Olivier, Victor.
Socola, Giunio.
Thiberge, Henry.
1891—Bayle, Jules.
Bonnemer, Charles, M. D.
Couret, Maurice, M. D.
Delery, Gaston.
Derbès, Numa.
Duggan, Joseph.
Feaheney, William.
Ferrandou, Edward.
Hogan, William.
Hubert, Joseph.
Morgan, Gibbs.
Reynès, Joseph.
1892—Cabiro, Edmond.
Cooper, Asahel, LL. B.
Devron, John, M. D.
Gelpi, Paul, M. D.
Gremillion, Cyriaque, M. D.
Landry, Arthur, LL. B.
Mauret, Albert, Rev.
McEnany, Vincent.
Murphy, Edmund, LL. B.
Rightor, Edward. LL. B.
Thompson, Raymond.
Vidrine, Eraste, LL. B.
Vidrine, Frederick.
Barnett, Wade.
1893—Bezou, Ralph.
Carreras, James.
Crabitès, Pierre, LL. B.
Derbès, Albert,
Fontaine, Juste, LL. B.
Thiberge, Narcisse, M. D.
Weilbaecher, August.
1894—Bellocq, Léon, Rev., S. J.

YEAR A. B.

Bonnemer, Albert.
Brooks, Robert, Rev., S. J.
Landry, Henry.
Mengelle, Victor.
Michel, George A.
Ricau, Gustave.
Schmitt, Joseph, Rev.
1895—Barland, David.
Castellanos, Joseph.
Darcantel, Guy, M. D.
Fernandez, Hugo.
Friedrichs, Carl, LL. B., Hon.
Higgins, Francis.
Kernion, George C. H., LL. B.
Lafargue André, LL. B.
Murray, Clinton, M. D
Redon, Sidney,
Seemann, William, M. D.
Villars, René.
1896—Aubert, Octave.
Damiens, Hippolyte.
De Gruy, Joseph.
Delery, Joseph.
Devereux, Van Wickle.
Friedrichs, Ephraim, M. D.
Heath, Edward.
Murphy, Lawrence.
Ryan, William, Rev.
Schneidau, Charles, LL. B.
Vincent, Leo.
1897—Cleary, James Andrew.
Conery, William Peter.
Couret, Nelson Francis.
DeFuentes, Bertie David.
Forstall, Anatole Joseph.
Hémard, Charles Alfred.
Hutchinson, Daniel D., Rev., S. J
Hutchinson, Robert Joseph.
Kathman, James Adam.
Layton, Thomas Lawn, M. D.
LeBreton, Emile St. Mesme.
Maloney, Robert Emmet, LL. B.
Renshaw, Edmund Evan.
Tête, Henry, M. D.

LIST OF GRADUATES

YEAR A. B.

1898—Broderick, Joseph.
Dessommes, Louis Gabriel.
Duchamp, Charles A., LL. B.
De Verges, Philip Joseph, M. D.
Feaheney, Edward Joseph.
1899—Walton, Robert Joseph.
Flynn, Thomas Donovan, LL.B.
Torre, Peter, Architect.
Geary, William Joseph.
Irwin, Edward Michael.
Blancand, Gustave Peter.
Fréret, Theophilus Allain.
1900—Avegno, Jean Bernard.
Capdevielle, Paul.
Couret, John Peter.
Foley, Timothy, Rev. S. J.
Llambias, Gus. Alphonse, LL. B.
Nott, Albin James, B. E.
Walton, James Joseph.
1901—Baudéan, Charles.
Baudéan, George.
Billaud, Henry.
Breslin, Arthur.
Crump, Horace, M. E.
Devron, William.
Pascal, Gabriel.
Roy, Harry.
Romaguera, Frank, M. D.
Tierney, John.
Tierney, Robert.
Weilbaecher, Oswald, M. D.
1902—Ader Henry, M. D.
Bassich, Joseph, Rev. S. J.
Burgunder, George.
Donegan, John.
Fréret, René.
Gouaux, Frank, M. D.
Harris, William, M. D.
1903—Atkinson, Dudley.
Carbajal, Joseph, Rev. S. J.
Dardis, Alexander.
Dermody, Joseph.

YEAR A. B.

Flautt, Robert.
Fleury, John, LL. B.
Friedrichs, Camille.
Grehan, Austin, B.E.
Luria, Abram.
McMurray, Henry, LL. B.
1904—Borman, Edward.
Casey, Joseph, LL. B.
Cefalu, Dominic B. E.
Flotte, Alcee.
Mailhes, Lawrence.
Moore, James.
Perret, St. John.
Perry, Francis E.
1905—Baudéan, Albert.
Bordenave, Claude, M. D.
Couret, William.
Duplantier, Robert.
Luria, Edward.
Prat, Fernand.
Ranson, John.
Simms, Benjamin.
Théard, Delvaille, LL. B.
1906—Atkinson, Jesse W.
Colomb, Walter A.
Devlin, Philip A.
Elder, W. Henry.
Larose, J. Browne
Lejeune, Marc L., B. E.
Luck, Angelo J.
Mulledy, Walter F.
Renshaw, Donald
Romaguera, Emile A.
1907—Bodet, Roy E., M. D.
Buchler, Conrad A., LL. B.
Indest, Robert L.
O'Keefe, John A.
Roy, Percy A., Rev. S. J.
Théard, Albert L.
1908—Bell, Robert E.
Beltran, Basil R. M. D.
Casey, Byron J.

LIST OF GRADUATES

YEAR A. B.

1908—Commagère, Felix J.
Devlin, Thomas A.
Goodspeed, Burris J.
Luck, Percy L.
McMaster, Carey, E.
Mottram, Harold M.
Mottram, T. Alva
Soniat, Theodore P.
Torre, Louis J.
White, A. Olivier
Williams, Augustus A., LL. B.
Wogan, John B.
1909—Claren, George V.
Clark Russell, LL. B.
Dittman, Charles S., Jr.,
Finney, John G.
Ford, George J.
Fourchy, Paul J.
O'Hara, William J.
1909—Pareti, Auguste J.
Young, George J.
1910—Baudean, Henry L.
Devlin John J.
Gelpi, Marcel G.
Marks, Sumter D.
Perret, J. Maxime.
Robin, Labasse J.
Thompson, Basil J.
Tomes, Hadden C.
1911—Bonomo, Alfred J.
Brennan, John. J.
Casey, Dennis A.
Cassegrain, Octave E.
Dubos, Louis J.
McMurray, Walter J.
Troxler, Lucien J.
Waguespack, Herbert W.

YEAR A. M.

1868—Layton, Thomas, M. D., Par.
1882—Buchanan, John B., LL. B.
Lavillebeuvre, C. A.,LL.B.Hon.
Ogden, Charles G., LL. B.
Skinner, Edward K., LL. B., Hon.
1883—Deville, Ernest P., Ph. M.
Fisher, John B., LL. B., Hon.
1884—Capdevielle, Armand P.
Grace, Thomas E., LL. B.
1885—Finney, Mark L., M. D.
1886—Dowling, James J., LL.
Bayle, Joseph.
La Vergne, Hugues J. de, LL. B.
Fitzpatrick, A. J., LL. B., Hon.
Rocquet, Albert P., M. D.
1887—Bayle, Emile J., M. E.
Marinoni, Ulysse, LL. B.
Puig, Felix J., LL. B.
Reiss, Paul L., M. D., M. D. Par.
1888—Crane, Judson J.
Hanemann, Louis, M. D.
Hartwell, Chas. A.
Maloney, Henry H., D. D. S.
Rivet, J. H. Chas., Ph. M.
1889—Chalaron, Jas.
Maloney, Robert J., LL. B.
Pleasants, George.
Poché, Henry.
Rivet, Lucien.
1890—Byrne, Charles.
Cahill, Alphonse.
Conery, Edward.
De Mahy, Henry M. D.
Flemming, Alfred, LL. B.
Hubert, Louis, LL. B.
Lincoln, Rixford, LL. B.
1891—Barnett, Edward, LL. B.
Coleman, John.

YEAR **A. M.**

1891—Couret, Sidney, D. D. S.
Dunn, Joseph D.
Fernandez, Gabriel, LL. B.
Higgins, Edward.
Hogan, Robert, LL. B.
Socola, Giunio.
Théard, Sidney, M. D.
Thiberge, Henry.
1892—Bayle, Jules.
Bonnemer, Charles, M. D.
Delery, Gaston.
Derbès, Numa.
Hogan, William.
Hubert, Joseph.
Morgan, Henry G.
Reynès, Joseph.
1893—Couret, Maurice, M. D.
Devron, John, M. D.
Gelpi, Paul, M. D.
Grémillion, Cyriaque, M. D.
Landry, Arthur.
Landry, Maxime, M. D.
Soniat, Joseph M., M. D.
Thompson, Raymond.
Vidrine, Eraste, LL. B.
1894—Barnett, Wade,
Bezou, Ralph.

YEAR **A. M.**

1894—Carreras. James
Crabitès, Pierre, LL. B.
Fontaine, Juste, LL. B.
Weilbaecher, August,
1895—Landry, Henry.
Michel, Georges, A.
Théard, Alfred, C. E.
Thiberge, Narcisse, M. D.
Vidrine, Frederick.
1896—Darcantel, Guy, M. D.
Kernion, George C. H., LL. B.
Lafargue, Andre, LL. B.
Seeman, William, M. D.
Villars, René.
1897—Damiens, Hippolite.
Delery, Joseph.
Fernandez, Hugo.
Schneidau, Charles, LL. B.
1898—Parsons, Edward A., LL. B.
1899—Tête, Henry, M. D.,
1901—Duchamp, Charles A., LL. B.
De Verges, Philip J., M. D.
1902—Garvan, John.
Jung, Alphonse.
1912—Gouaux, Frank, M. D.
Perret, J. Maxime

YEAR **B. S.**

1885—Damiens, Louis C.
1886—Cahill, Aloysius A., LL. B.
Olivier, Albert J.
1887—Darrieux, Alexander J.
Darrieux, John J.
Perkins, Louis L.
Robin, Ernest A., M. D.
1888—Reynolds, Jas. D.
Reynolds, Thos. J.
Rivet, Michel J.
Stouse, Peter.

YEAR **B. S.**

1896—Reynès, Mazureaux (Architect)
1907—Redmann, John W.
Rivet, Charles J.
1908—Elliot, Francis B.
Provosty, Michel B., LL. D.
1909—Burkhardt, Cyril J.
Coumes, George R.
Fraering, Joseph J.
Le More, Albert E.
McGuire, Samuel J.
McLaffon, Thomas E.

YEAR **B. S.**

1889—Broderick, Thomas.
Kœrner, John.
Voorhies, Lucien.
1891—Le Monnier, René.
St. Raymond, Charles.
1892—Doriocourt, Antoine.
1895—Ricau, Lionel.
Sheen, Lafayette.
Sullivan, John, P. LL. B.
Mottram, Francis L.
Williams, Francis J.

YEAR **B. S.**

1895—Wichser, Clarence J.
1910—Bernoudy, Louis D.
Dimitry, Thomas D.
Martin, Brickell D.
McMurray, George S.
Scheppegrell, William C.
Tomes, Jacques L.
1911—Kimble, Edmond L.
Mottram, Oscar F.
Rault, Joseph M.

YEAR **Ph. B.**

1887—Fisher, John B., LL. B., Hon.
1892—Dunn, Joseph D.
1893—La Vergne, Hugues J. de, LL. B.
1894—Higgins, Edward.
Thompson, Raymond.
Vidrine, Eraste, LL. B.
1895—Carreras, James.
Crabitès, Pierre, LL. B.
Fontaine, Juste, LL B.
Weilbaecher, August,

YEAR **Ph. B.**

1896—Thiberge, Narcisse, M. D.
1897—Darcantel, Guy A., M. D.
Hubert, Louis A., LL. B.
Kernion, George C. H., LL. B.
Lafargue, André, LL. B.
Mary, Armand, D. D. S.
Seemann, William, M. D.
Turgeau, Alex. Laroque.
Villars, René.

The Post-Graduate Course.

The Post-Graduate Course comprises a course of bi-weekly lectures on Sociology, Political Economy, Advanced History, Science and Philosophy. Its aim is the further advancement of College graduates, who desire to obtain a more thorough understanding of the great questions of science and philosophy.

Students of Law or Medicine, and gentlemen of literary or scientific culture, but without any college degree, are also admitted to this course.

The Degree of A. M. will be conferred upon those who have previously received the degree of A. B., after the successful completion of one term of Post-Graduate Lectures.

Graduates of Loyola who do not attend the Post-Graduate course, but successfully pursue some learned profession, may obtain the degree of A. M., two years after graduation.

Every aspirant for the degree of A. M. is required to write an essay on some literary, scientific or philosophical subject proposed by the faculty.

An Appeal.

The Jesuit Fathers feel a confident hope that the friends of education will make Loyola University one of the great institutions of the South. Loyola will be a valuable asset to this community and to the entire South, when the United States of America shall have come into closer commercial and social relations with Central and South America, the West Indies and the Philippine Islands.

May she not then appeal for moral and financial support to those who believe that the integrity of our people and the permanency of our institutions rest on the principles for which she will always stand.

Loyola needs funds to establish her different departments, to endow her professorial chairs and to found scholarships for deserving boys. Other institutions are the recipients of large sums, why should not Loyola, which stands for the noblest in life, enlist the generosity and patronage of those whom God has blessed with wealth ?

Scholarship.

To found a scholarship in the College Department of Loyola University, the sum of Two Thousand Dollars will suffice. The founder has a right to keep a student in this department in perpetuity, a new beneficiary being eligible as soon as his predecessor has either completed the course or has left the University. The honor is forfeited by any holder of a scholarship whose average for two consecutive months falls below 70 per cent.

Expenses.

The Tuition Fee is $80.00 per annum, payable one half in September, the other half in February.

Use of Chemicals and Apparatus per annum	$10.00
Laboratory Deposit	$5.00
Diploma	$10.00

THE LOUISE C. THOMAS HALL.

FORMS OF BEQUESTS TO LOYOLA UNIVERSITY.

GENERAL BEQUESTS

I hereby give, devise, and bequeath to Loyola University at
New Orleans, La.

the sum of..
Dollars.

....

BEQUEST FOR ENDOWMENT OF PROFESSORSHIP

I hereby give, devise and bequeath to Loyola University at
New Orleans La.

the sum of..

....

Dollars as an endowment for a professorship in said University, the income from which said sum is to be used each year towards the payment of the salary of a professor of said institution.

....

BEQUEST FOR SCHOLARSHIP

I hereby give, devise and bequeath to Loyola University, at
New Orleans, La.

the sum of..

....

Dollars, the income from which sum is to be used each year in the payment of an undergraduate scholarship in said University, to be

known as the.. ....

....scholarship.

....

THE LOUISE C. THOMAS

MEMORIAL.

The Jesuit Fathers and the Marquette Association for Higher Education hereby express their profound gratitude for the munificent gift of FIFTY THOUSAND DOLLARS, donated by Mrs. Louise C. Thomas, for the erection of a Building on St. Charles Avenue to be known as

THE LOUISE C. THOMAS MEMORIAL.

The Gymnasium

The grateful acknowledgment of the President and Faculty is expressed to the following friends from whom donations were received for the equipment of the Students' Gymnasium :

Mrs. Eugenie La Place Beltran.
Miss Hilda Beltran.
Mr. Joseph P. Buckley.
Mrs. Nicholas H. Burke.
Hon. Wm. H. Byrnes, Jr.
Mr. John F. Clark.
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Mrs. M. A. Zang.
Mr. & Mrs. C. W. Ziegler.

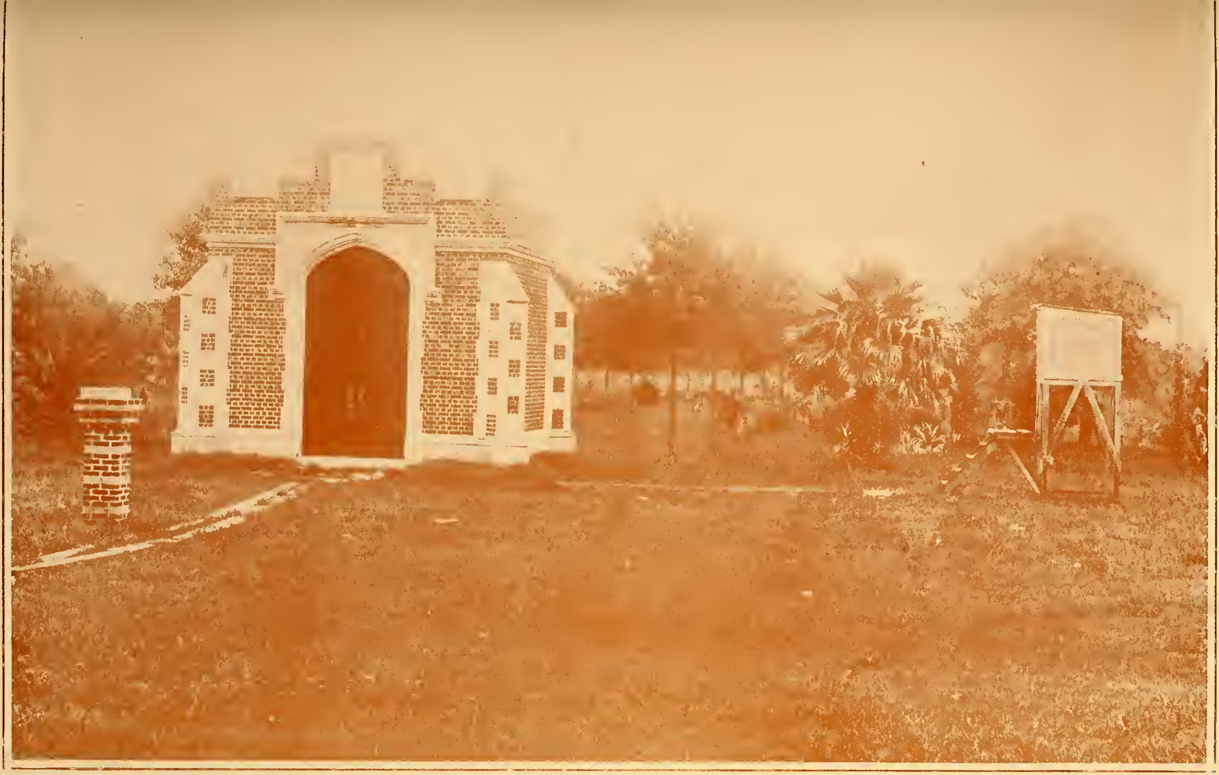
THE NICHOLAS D. BURKE

MEMORIAL.

The Jesuit Fathers and the Marquette Association for Higher Education are deeply grateful to Mr. and Mrs. William P. Burke, for the superb

Seismic Observatory

erected on Loyola Campus in memory of their beloved son NICHOLAS D. BURKE, one of the first and brightest students of Loyola.



THE NICHOLAS D. BURKE SEISMOGRAPH, LOYOLA UNIVERSITY.

THE BOBET LIBRARY.

The President and Faculty of Loyola University hereby express their grateful acknowledgment to Mr. and Mrs. E. J Bobet for the erection of the beautiful Bobet Memorial Library.

Acknowledgments

The President and Faculty of Loyola University gratefully acknowledge donations and other favors from :

His Grace the Most Reverend James H. Blenk, S. M., D. D., Archbishop of New Orleans,

The President, Trustees and Members of the Marquette Association for Higher Education,

The President, Officers and Members of the Ladies' Auxiliary of the Marquette Association for Higher Education,

His Excellency, the Governor of Louisiana, Jared Young Sanders,

His Honor, the Mayor of New Orleans, Martin Behrman.

The President and Faculty of the College of the Immaculate Conception,

The President and Faculty of Spring Hill College,

The President and Faculty of St. Charles College, Grand Coteau, La,

The League of the Sacred Heart of Jesus,

The Sodality of the Blessed Virgin Mary,

The Altar Society,

The Federation of Catholic Societies of Louisiana,

The Knights of Columbus,

The Morning Star,

Congressman Garland Dupre, Mr. Samuel L. Gilmore, The New Orleans Picayune, The New Orleans Times-Democrat, The New Orleans Daily States, The New Orleans Item, Mrs. Eugenie La Place Beltran, Miss Hilda Beltran, Dr. Basil R. Beltran, Mr. and Mrs. J. B. Bassich, Mr. and Mrs. E. J. Bobet, Dr. William F. Brickell, Rev. Charles F. Brockmeier, Mr. Joseph P. Buckley, Mrs. Nicholas H. Burke, Mr. and Mrs. William P.

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SPECIAL NOTICE.

Entrance Examinations will be held August 29th. and 30th.

Registration Days : Monday and Tuesday, September 2d. and 3d.

The next session opens Wednesday, September 4th, at 9 a. m.

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